

Academic Senate

Grossmont College

Minutes of the Meeting – February 5, 2001

PRESENT: Cathy Harvey(President), Mary Rider(Vice President), Beth Smith, Jerry Buckley(Senate Officer at Large), P.J. Ortmeier(AOJ); Jeff Irwin(Art); Leilani Holmes(Behavioral Science), Dave Wertlieb, Diane Merios(Biological Sciences), Sandy Sikes(Business Office Technology), Rick Kirby(Cardiovascular Technology), Cary Willard, Sonia Gaiane, Barbara Chernofsky (Child Development), Diane Mayne Stafford, Wayne Allen(Computer Science), Peggy Shepard, Mary Rose(Counseling);, Jane Nolan(DSPS), Mike Matherly(Earth Sciences); Gary Phillips, Nelson Paler(English), Chuck Passentino(ESL); Joyce Sake, Laura Burger, Bushra Jonna, Laura Burger (Exercise Science); Antonio Crespo (Foreign Language); Jerry Baydo(History); Zoe Close, David Arthur(Humanities); Curts Stevens, (Library); Dave Lunsford, Jim Hilton (Math); Evan Wirig, William Snead(Media Communications); Steve Baker(Music), Jane West, (Nursing); Michael Piotrowski, (Part Time Representative); Nancy Tendal(Respiratory Therapy); Sheri Sjoberg, Roxane Tuscany(Speech Communications).

ABSENT: Rick Michelson(AOJ), Ron Tatro, Les Lawrence, James Wilsterman(Art), Gregg Robinson, Ben Newkirk, Israel Cardona(Behavioral Science), Jed Ashley(Business), Don Ridgeway(Cardiovascular Technology), Tom Olmstead(Chemistry), (Child Development), Janet Gelb(CSIS); Tom Gamboa(Cross Cultural Studies); Joe Orate(Culinary Arts); David Mullen(Dance); Marlene Jansky(DSPS); Tim Cliffe(Earth Sciences); Colleen Suwara (Exercise Science); Sydney Brown, Julie Cardenas, Janice Bellinghiere(English); Pat Bennett(ESL); Sylvia Montejano(EOPS); Paul Vincent (Foreign Language), Lee Raymond(History); Gene Britt(International Business); , Patricia Morrison(Library); Jim Tarvin, (Math); Fred Benedetti (Music), Susan Wild (Nursing), Marcelle Karlin(Occupational Therapy); Laura Mosier(Part Time Representative); Dennis Collins, Patti Tsai(Physics, Astronomy & Physical Sciences), Bill Cummings, Mary McKenzie(Political Economy), Henry Jordan, Beth Mallet-Anderson, David Kievit(Theatre Arts).

GUESTS: Ted Martinez, Jr., Dean Colli, Peter White, Mark Facer, Jennifer Carmean, Michelle Blackman, Mel Amov, Pat Bradley, Casandra Evans.

RECORDER: Martha Garcia

I. PRESIDENT’S REPORT

A. Cathy Harvey called the meeting to order at 11:10 a.m.

**B. Approval of Minutes: Meeting of December 4, 2000.
M/S/U Wertlieb/Sikes**

C. Motion to approve the agenda

The agenda was approved with the following amendments:

University Studies Degree and College Level examination Program were taken off the agenda

M/S/U Rose/Sikes

Cathy Harvey explained that faculty had approached the senate officers and her about concerns regarding some decisions made by the president of Grossmont College. To allow for a follow up to those concerns, the chairs and coordinators met with some senators on Monday, January 29, to develop a series of questions for the president.

Cathy explained that her hope is that as professionals, we share responsibilities to make Grossmont College a better place. She requested that senators address the situation collegially and with mutual respect, highlighting Dr. Martinez’s willingness to attend the current meeting and respond to faculty concerns by answering prepared questions. She distributed two handouts, one with an edited and an unedited version of the questions and another listing the president’s accomplishments.

Dr. Martinez invited Peter White, Dean Colli, and Mark Facer to be part of his presentation and explained that he always approaches them for counseling and advice. He also thanked the Academic

Senate President for her leadership in the meeting as well as the faculty and senators for sharing their concerns with him, taking time to develop the list of questions and listening to his responses.

A. Questions for Dr. Martinez

Dr. Martinez started by answering the first two questions about shared governance and the decision-making process because they are related.

- 1. *Ever since AB1725 was implemented, the faculty, staff, and administration have worked very hard to develop a workable concept of what shared governance means to us. What has evolved, which we have bought into, involves empowering the lowest possible level making decisions that affect people at that level:***

Chairs/coordinators rather than deans

Deans rather than VPs

Is that your vision of shared governance, or do you have a different vision of it?

- 2. *Exactly how do you see AB1725 and the idea of shared governance implemented?***

In Dr. Martinez's view, shared governance means shared participation in the decision-making process. He explained that his concept of shared governance is participation of faculty, staff, and students to shape decisions that are ultimately made. An example was the Planning and Budget process that is in place where faculty, staff, and students deal with the major issues of Grossmont College. The associated committees have a shared responsibility to discuss the priorities and make recommendations to the Planning and Budget Council, which reviews the recommendations, and either sends them back to the committee for further review or forwards them for the next appropriate steps. Shared governance is working together to come up with the best decisions to ensure that students get the best services and best programs.

Dr. Martinez explained that participation in decision-making process occurs at the lowest level possible. Using the planning and budget example, the process starts with faculty identifying the needs and making recommendations to the deans through the department chairs; then the deans look at them at the division level; then the vice presidents review them and make recommendations to the president through the Planning and Budget Council. Finally, the president makes recommendations to the chancellor and to the board. As shown in the example, the decision-making process flows through an organizational structure. He stated that the first question implies that some levels have no accountability, responsibility, or authority; however, policies and procedures determine what that accountability is, and everything that occurs at Grossmont College follows a process. Finally, he added that he strongly believes in shared governance since he has been practicing it here and at his previous colleges, even though shared governance was not enforced there.

- 3. *Shared governance has enabled faculty/staff involvement in search committees for all hires. This has also evolved into faculty & staff participation in the evaluation of administrative performance. Has this now changed? If so, why?***

Dr. Martinez explained that there is a packet that has been in the developing stages for approximately two years called the "360 Assessment Process for Administrators," in which he will ensure that administrative evaluations will involve faculty participation. He explained that he is very supportive of downward and upward evaluation, and that in the past, as well as at Grossmont College, he has always asked those who report to him directly and those for whom he works to fill out an assessment evaluating his performance. He has received some comments and suggestions related to his leadership and his managing style, which he has shared with the Administrative Council. He then has made some changes or adjustments in response to those observations. The president added that he is having lunch with the administrators to get to know them better, to hear their needs or concerns, to seek a mutual understanding, and to develop a strong administrative team. He also has developed faculty luncheons and asked participants for their observations about Grossmont College. These two actions, among others, were a

direct result of the assessment of his performance, and as the “360 Package” becomes implemented, there will be even more faculty and staff participation in the evaluation of administrators.

4. *How do you propose that the faculty and staff might evaluate the implementation and effectiveness of shared governance under your leadership?*

Dr. Martinez responded to this question by using the Planning and Budget Council evaluation as an example. He explained that in the past, Bill Bradley and Hoke Simpson approached him about possible strategies to strengthen the Planning and Budget Council. He fully supported them, and they developed a new process and came up with a manual that was presented to the senate. The whole package was not approved, but some portions were, such as the Staffing Committee, the Equipment and Technology Committee, and the Facilities Committee. He is very pleased with the work and the shared participation of faculty, staff, and students in identifying and prioritizing the needs of Grossmont College through these committees.

Dr. Martinez explained that an ongoing process of reviewing performance needs to be implemented to identify areas that need to be improved.

5. *How can you prevent micro-management on the part of other administrators?*

Dr. Martinez explained that micro-management refers to delegation followed by unnecessary specific directions. As he works with the administrators, he expects to keep informed of the operations and, overall, to know what is occurring at Grossmont College. When any issues arise, he would like to provide responses or facilitate information; therefore, he needs to be fully informed. Dr. Martinez believes that micro-management may be prevented by developing trust and communication both ways.

6. *How do we build a mutual trust between administration and faculty?*

Dr. Martinez responded that mutual trust is built by communication, communication, and more communication. He believes that there is never enough communication.

He explained that effective participatory governance also develops mutual trust between faculty and administration. The AdSOC meetings where the senate officers and the president’s cabinet meet on a monthly basis to dialog, address issues, and give follow up are an example.

7. *Why push toward standardization?*

8. *At what point do we limit standardization in favor of creativity?*

Standardization according to Dr. Martinez removes barriers so that students are treated alike at both colleges. He fully supports creativity; therefore, he immediately responds when a new issue or a new idea is presented to him.

9. *I come from a small department with over 90 years of combined experience teaching, acting as chairpersons, serving on committees, etc. Never before have we, as faculty in a transfer department, been asked to recruit students and to promote our programs. How do you see faculty’s role in this recent marketing effort?*

Dr. Martinez informed faculty and senators that the Marketing and Recruitment Committee has formed to expand the tools to increase enrollment. A marketing and recruitment retreat took place, and approximately twenty faculty, staff, and student members were invited to participate and develop a strategic plan for marketing. They learned that Mesa College is actively pursuing students from San Carlos so Grossmont College should recruit students beyond its boundaries also.

The president considers that the faculty's good reputation naturally involves them in marketing and recruitment. If students have good experiences in the classrooms, they will encourage other students to attend Grossmont College.

- 10. *This campus has dedicated staff at all levels and many are involved in campus-wide decision-making process in which they have a major role. They feel their role has changed significantly since the arrival of your administration from major players to just warm bodies. How do you respond to their concerns?***

Dr. Martinez responded that when any issue arises, his response is immediate and direct. He explained that when the Planning and Budget Council approached him to ensure that faculty are more involved in the budget and planning process, he immediately responded and extended the required time with the planning development process and worked with Dr. Mark Facer to set up some workshops to make sure that faculty were involved.

He also explained that in the past, most issues were presented directly through the Planning and Budget Council, but now most issues come through committees where faculty, staff, and students participate. Dr. Martinez believes that participation is crucial and should be acknowledged by faculty and staff.

- 11. *What was the amount of Partnership For Excellence money allotted to Grossmont College over the last two years?***
- 12. *What shared governance process is in place with faculty to distribute this money equitably?***
- 13. *What have these funds been used for? How have the expenditures addressed partnership goals?***

Dr. Martinez informed senators and faculty that in 1999-2000, 1.69 million dollars was received in PFE funds; in 2000-2001, 3.4 million PFE funds were received, adding 5.1 million dollars PFE funds total. He explained that PFE funds are integrated into the budget allocations through a formula when they are received through the District. They are integrated into the planning and budget process to support Grossmont College's needs. The Facilities Committee, the Staffing Committee, the Equipment and Technology Committee where faculty, staff, and students have discussed the needs and made recommendations to the Planning and Budget Council determine how the funds should be allocated.

To better track the use of the PFE funds, Dr. Mark Facer is working with Glyn Rowbotham from Cuyamaca College to set up a process to keep track of all the expenditures of PFE funds. Dr. Facer explained that in the past the PFE funds reports have gone from the district to the state, but this year will be the first year that each of the colleges presents an individual PFE funds report. In the past, the expenses were reported as district expenses combined, but this year the report will be individual and more detailed. This process should improve the fiscal accountability of Grossmont College.

- 14. *Years ago, the Cuyamaca self-sufficiency plan was a central issue. What is the cost per FTEs differential now between educating a Grossmont College Student and a Cuyamaca College student? There was to be a 7 year weaning process to bring equalization within our own district. Where are now when it comes to each college being self-sufficient?***

Dr. Martinez responded that the plan that was put in place long time ago is reducing the funds that go to Cuyamaca College. He explained that now by looking at the formula on an annual basis, we have the opportunity to recommend to the district any changes we should make in our self-sufficiency plan. He reported that for 1999-2000 funding per for Grossmont College was \$2,939.00 and for Cuyamaca College was \$3,224.00. In 2000-2001, the funding per FTEs for Grossmont College is \$3,261.00, and for Cuyamaca College is \$3,559.00. The difference went down, and the expectation is that within the seven years, the allocation that is provided to Cuyamaca will come to zero, and Cuyamaca will be self-sufficient.

- 15. *What is your understanding of the hiring process (including hiring committees), California law, and our policy and procedures for hiring at Grossmont College? How is faculty being included in choosing their selection committees, and what is happening with the diversity training for every hiring committee that are standard procedure at other colleges?***

Dr. Martinez's understanding is that the senate had an agreement in 1991 on the procedures for hiring faculty; therefore, there is a process in place that he considers effective.

In regard to the selection committee, he explained that the Personnel department is to provide diversity training for at least one person on the committee. He added that Charleen McMahan is developing a manual that will ensure that there are specific procedures within the colleges about how faculty are hired, and a video is going to be developed as well.

Additional questions and responses from the faculty will serve as an addendum to the current minutes. They will be distributed at the February 26 Academic Senate meeting.

The meeting adjourned at 12:20 p.m.